



**THE ABILITY OF THE XI GRADE STUDENTS OF MA
PONDOK PESANTREN SYEKH MUHAMMAD BAQI
BABISSALAM BASILAM BARU IN IDENTIFYING WORD
CLASSES IN ANALYTICAL EXPOSITION**

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidempuan as a partial fulfillment of the requirement for the
Graduate Degree of Education (S.Pd) in English

Written by:

ANGGITA CAHAYA BATUBARA
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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PAFANGSIDIMPUAN.**

2021



**THE ABILITY OF THE XI GRADE STUDENTS OF MA
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Islamic Education (S.Pd) in English

Written by:

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To: **Dean**

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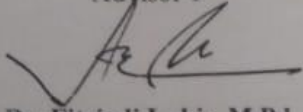
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Anggita Cahaya Batubara**, entitled "**The Ability of the XI Grade Students of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru in Identifying Word Classes in Analytical Exposition**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

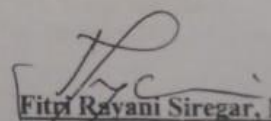
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

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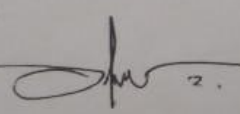
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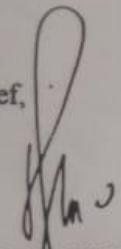


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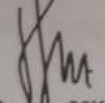
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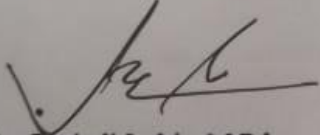
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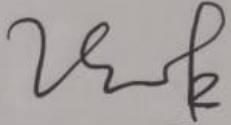

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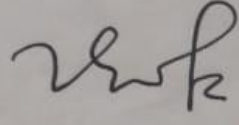
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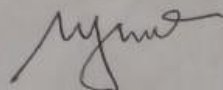

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Thesis : THE ABILITY OF THE XI GRADE STUDENTS OF
MA PONDOK PESANTREN SYEKH MUHAMMAD
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ABSTRACT

This research focused about the ability of XI grade students' of MA Pondok Pesantren Muhammad. Baqi Babussalam Basilam Baru in Identifying word classes in analytical exposition. There were some problems of the students in this research such as students' are lack vocabulary, students still low in understanding word classes, students did not know to differentiate among noun, verb, adjective and adverb and students can not understand what classification of word classes it serve. The objective in this research was to describe the ability of XI grade students' of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru in Identifying word classes in analytical Exposition.

This research has three formulation of the problem, they are how is the students' ability in identifying word classes in analytical Exposition at XI grade students, what are the students difficulties in identifying word classes in analytical exposition text written by XI grade students, and what are the efforts of the teacher to overcome the students's difficulties in word classes in analytical exposition text at XI grade of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. The Purpose of this research are to know the students' ability in identifying word classes in analytical exposition, to know students difficulties in identifying word classes in analytical exposition, and to know what are the efforts of the teachers to overcome the student's difficulties in word classes in analytical exposition.

The kind of this research was descriptive quantitative research. The sample of this research was the grade XI students of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru which the total was 40 students. The researcher used the test to know the ability of students in identifying word classes in analytical exposition text on collecting data.

After analyze the data, the researcher found that the students ability in identifying word classes in analytical exposition text at XI grade students of MA Pondok Pesantren Syekh Muhaamd Baqi Babussalam Basilam Baru 64.175 mean score and the catetry was enough category.

Keywords : **Students Ability, Word Classes, Analytical Exposition.**

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ABSTRAK

Penelitian ini difokuskan pada kemampuan siswa kelas XI MA Pondok Pesantren Muhammad. Baqi Babussalam Basilam Baru dalam Mengidentifikasi kelas kata dalam eksposisi analitis. Terdapat beberapa permasalahan yang dialami siswa dalam penelitian ini seperti siswa yang kekurangan kosa kata, siswa masih rendah dalam memahami kelas kata, siswa tidak tahu membedakan antara kata benda, kata kerja, kata sifat dan kata keterangan siswa tidak dapat memahami apa klasifikasi kelas kata itu. diri. Tujuan dalam penelitian ini adalah untuk mendeskripsikan kemampuan siswa kelas XI MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru dalam Mengidentifikasi kelas kata dalam Analytical Exposition.

Penelitian ini memiliki tiga rumusan masalah, yaitu bagaimana kemampuan siswa dalam mengidentifikasi kelas kata dalam teks eksposisi analitik siswa kelas XI, apa saja kesulitan siswa dalam mengidentifikasi kelas kata dalam teks eksposisi analitik yang ditulis oleh siswa kelas XI, dan apa adalah upaya guru untuk mengatasi kesulitan siswa dalam kelas kata dalam teks eksposisi analitis di kelas XI MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam mengidentifikasi kelas kata dalam analitik eksposisi, untuk mengetahui kesulitan siswa dalam mengidentifikasi kelas kata dalam analitik eksposisi, dan untuk mengetahui apa upaya yang dilakukan guru untuk mengatasi kesulitan siswa dalam kelas kata. dalam eksposisi analitis.

Jenis penelitian ini adalah penelitian deskriptif kuantitatif. Sampel penelitian ini adalah siswa kelas XI MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru yang berjumlah 40 siswa. Peneliti menggunakan tes untuk mengetahui kemampuan siswa dalam mengidentifikasi kelas kata dalam teks eksposisi analitis pada pengumpulan data.

Setelah menganalisis data, peneliti menemukan bahwa kemampuan siswa dalam mengidentifikasi kelas kata dalam teks eksposisi analitis pada siswa kelas XI MA Pondok Pesantren Syekh Muhaamd Baqi Babussalam Basilam Baru 64,175 skor rata-rata dan kategori cukup.

Keywords : *Students Ability, Word Classes, Analytical Exposition.*

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Praise be to Allah Subhanahu Wata'ala (SWT), the most Creator and Merciful who has given me the health, time knowledge and strength to finish the thesis entitled "The Ability of The XI Grade Students of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Bailsm Baru in Identifying Word Classes in Analitical Exposition". Besides, peace and greeting be upon to the prophet Muhammad SAW who has brought the human from the darkness era into the lightness era.

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Hope all of them given health always and all the kindness will be replied by Allah SWT. This thesis is still so far from being perfect based on the weakness of the research. Therefore, the researcher aspects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidempuan, September 2021
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TABLE OF CONTENTS

TITLE PAGE	i	
LEGALIZATION OF ADVISOR SHEET	ii	
AGREEMENT ADVISOR SHEET	iii	
DECLARATION OF SELF THESIS COMPLETION	iv	
ACADEMY CIVITY	v	
SCHOOLAR MUNAQOSHYAH EXAMINATION	vi	
LAGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY	vii	
ABSTRACT	viii	
ABSTRAK	x	
ACKNOWLEDGMENT	xi	
TABLE OF CONTENT	xii	
LIST OF TABLES	xiii	
LIST OF FIGURES	xiv	
LIST OF APPENDIX	xv	
CHAPTER I	INTRODUCTION	
	A. Background of the Problem	1
	B. Definition of Key Term	4
	C. Formulation of the Problem.....	6
	D. Purposes of the Research	6
	E. Significances of the Research	7
	F. Outline of the Research.....	7
CHAPTER II	LITERATURE REVIEW	
	A. Theoretical Description of	9
	1. Word Classes in Analytical Exposition	9
	a. Definition of Word Classes.....	9
	b. Kinds of Word Classes	11
	1) Noun.....	11
	2) Verb.....	20
	3) Adjective.....	28
	4) Adverb	35
	5) Analytical Exposition	41
	c. Example of Analytical Exposition.....	41
	B. Review of Related Findings	44
CHAPTER III	RESEARCH METHODOLOGY	
	A. Place and Time of the Research.....	45
	B. Research Method	45
	C. Population and Sample	46
	D. Instrument of research	47
	E. Technique of Collecting Data	49

	F. Technique of Analyzing Data	49
CHAPTER IV	RESULT OF RESEARCH	
	A. Data Description	51
	B. Discussion	61
	C. Treats of Research	63
CHAPTER V	CONCLUSION AND SUGGESTION	
	A. Conclusion	64
	B. Suggestion.....	65
REFERENCES		
APPENDIXES		
CURRICULUM VITAE		

LIST OF TABLE

Table 1	Population of The Research	49
Table 2	Population of The Research	50
Table 3	Indicators of Word Classes	51
Table 4	The Classification quality of The Students' Score.....	53
Table 5	The Resume of Variable Score in Identifying Word Classes	55
Table 6	The Frequency Distribution in Identifying Word Classes	56
Table 7	The Result Types of Difficulties, Frequency and Percewntage	60
Table 8	Result of Preview Research	72

LIST OF FIGURE

Figure 1 Histogram in Identifying Word Classes in Analytical Exposition at Grade XI of Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru	56
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LIST OF APPENDIXES

- Appendix 1** The Students Total Score in Identifying Word Classes
- Appendix 2** The Students Total Score in Identifying Word Classes
- Appendix 3** Description Data Using Mathematic Formula
- Appendix 4** Students' Difficulties in Identifying Word Classes in Analytical Exposition
- Appendix 5** The Classification Students Difficulties

CHAPTER I

INTRODUCTION

A. Background of The Problem

English is an international language, and it is used in many aspects of international; people use English for business, technology, even in education in interaction. English is an introduction language spoken in international event and it's use as the medium of information flow on science, technology, and culture as well.

In Indonesia, it is a compulsory subject which has to learn by the students in the school from elementary school up to university. It means that besides another subject, English should be studied by every student in their level education. It has been studied for several years in the school, and the students should be able to use it in their daily life.

There are a lot of material should be studied in English. Such as reading, writing, listening, speaking, vocabulary, pronoun, and grammar. Grammar is a set of structured rules that govern the arrangement of sentences, phrase and words in any language. One of the material in grammar is word classes. writing is one of four language skills to be improved. writing is a way to tell and to express their option, idea, and so forth. Writing is also one of the four basic competences that are found in the syllabus of English curriculum junior high school. Further, the students must be able to arrange writing in kinds of text. One of the many text is analytical exposition.

Word classes is basic material that in English that must be known in English. Word classes is which students must understand in senior high school. It is actually is not difficult, but in reality many students cannot difference word classes. So, to make students can able to determine of word classes, students must know about component

which has been used in word classes especially in noun, verb and adjective, and adverb. As well as word classes in grammar, analytical exposition is also part of one types of text in writing. Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader or listener that something should be case.¹ Its social function is to persuade the reader that the idea is important matter. Persuade reader by presenting arguments so they will agree and follow the writer's wish.

The importance to study word classes is students can use the word classes according to their place and also students can identify word classes. Word classes to discuss and explain more precisely the effects of our own and other's writing. Pupils should be taught the principle of sentence grammar and whole text cohesion and use this knowledge in their writing. So, they should be taught word classes or parts of speech and their grammatical functions.

There are many efforts to be done to increase word classes such as: the government has included word classes in the English major curriculum, so that any school with an English major can study this material. The school has facilitated students by providing reference books in the library and classroom, also teacher has given lessons well, using appropriate and creative methods in teaching also giving lots of practice question. All this done in order the ability of the students in mastering English word classes can increase.

¹Nursahid and AlfianMutaqin, *New Light: Contextual Approach to Learning English* (Surakarta: PT PabelanCerdas Nusantara , 2005) p.78.

The reality that in the field ability the students in identify of word classes still poor. Based on interview that the researcher has conducted with one of the student said that, most of students think that studying English is bored and it is difficult to be understood.² Even though they have studied English grammar especially word classes in noun, verb, adjective and adverb. But they still do not understand about that till now. So, it is proved from their test value is still low. English teacher also said:

Students not have good ability in English well, especially in word classes. They have difficulty to understand English word, phrase and sentences. They get difficulties because have limited word classes, so they don't know what is the meaning from the text. What is the text talk about, so they don't know what they will do even though they have been told the instruction. Most of students think that studying English is bored and it is difficulties to be understood. Then, students' still low in understanding word classes. In addition, students do not know to identify of noun, verb, adjective, and adverb.³

It can be conclude that students made some problem learning word classes. Students have limited capability in applying word classes, so they can not identify word classes in analytical exposition. Word classes in analytical exposition is very important. Because word classes are parts that must be mastered in making analytical exposition text. Students difficult to distinguish word classes, so they cannot answer the question about word classes in analytical exposition text. The teacher's effort in facing difficulties by giving lesson well, using appropriate and creative methods in teaching also giving of practice question.

²One of Students Yayasan PondokPesantrenSyekh Muhammad Baqi Babussalam BasilamBaru, private interview on 12 November 2020 at 15:30

³Mrs. A (Initial) as English teacher at Yayasan PondokPesantrenSyekh Muhammad Baqi Babussalam BasilamBaru, private interview on 9 November 2020 at 15:30.

This condition cannot be allowed to continue because it will have some impacts on their mastery in English subject. So, these problem must be found the solution to overcome the problem above, one of the solution is to do a research to see students ability in identifying word classes, what are the difficulties of students in identifying word classes, and what are the effort of the teacher to overcome the student's difficulties in word classes in analytical exposition text.

Based on the problems above, it is known that ability in identifying word classes is very important for students, this research will analyze some word classes by the students of XI grade of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. So, the researcher interest to know students' ability in identifying word classes. Then, the researcher applies it through the title "The Ability of The XI Grade Students of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru in Identifying Word Classes In Analytical Exposition".

B. Definition of Key Terms

According to the topic of this research "The Students' Ability Identifying Noun in Analytical exposition text", they are:

1. Ability

Ability is the quality or skill you have which make it possible for you to do something. Ability can be as potential of power to do something can be physical or mental specific natural power by her or his self.

2. Identifying

To recognize or be able to name someone or something, or to prove who or what someone or something and also identifying is defined as making the same, recognizing, connecting or empathizing.

3. Word Classes

Word class is a group of words that have the same basic behavior for the example noun, verb, and adjective. It means that word classes is it set of word can display the same formal categories.

4. Analytical exposition text

Analytical exposition is a text which persuades the reader or listener that something is case, gives a point of view, and confirms what is claimed. Its social function is to persuade the reader that the idea is important matter.

Based on the explanation above the meaning of the title is “the ability of the XI grade students of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru in identifying word classes in analytical exposition” is the quality or skill of the XI grade students of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru in identifying word classes (noun, verb, adjective and adverb) in analytical exposition text.

C. The Formulation of The Research

Based on the above problem of the research here the researcher formulated of the problem as follow:

1. How is the students' ability in identifying word classes in Analytical Exposition at XI grade of students of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru?
2. What are the students difficulties in identifying word classes in analytical exposition text written by XI grade of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru?
3. What are the efforts of the teachers to overcome the student's difficulties in word classes in analytical exposition text at XI grade of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru?

D. The Purposes of The Research

Based on the statement of the problem, the researcher determined the objective of the research as follow:

1. To know the students' ability in identifying word classes in analytical exposition at grade XI of students MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru?
2. To know students difficulties in in identifying word classes in analytical exposition text written by XI grade of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru?
3. What are the efforts of the teachers to overcome the student's difficulties in word classes in analytical exposition text at XI grade of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru?

E. The Significances of The Research

The researcher hoped this research can be useful the research, and will be something worthwhile as follow:

1. For headmaster as information to improve the quality of English teachers of English Department MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.
2. For English teachers of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru to know the solution of the problem and improve their teaching and learning especially in word classes.
3. For a readers as an information to conduct further researcher.

F. Outline of The Thesis

The systematic of this research is divided into five chapters; each chapter consisted of many sub chapters with detail as follow:

Chapter I, Introduction consist of the Background of the Problem, Focus of the Problem, Key Terms of Terminology, Formulation of the Problem, the Objective of the Research, Significances of the research, Outline of the Thesis.

Chapter II, Theoretical description involve first: Definition of students' ability. Definition of students and definition of ability. Second: Definition of noun, kinds of noun, and example of noun. Third: Definition of text, definition of analytical exposition text, components of analytical exposition text, generic structure of analytical exposition text and the example of analytical exposition text, and review of related.

Chapter III, Research methodology consists of Time and Place of the research, Research Methodology, Population and Sample, Instrument the research, the techniques of data collection, the Last of the Techniques of data analysis.

Chapter IV, the Result of the Research; consist of data description, Analysis of the data, Discussion, and Threats of the Research.

Chapter V consists of Conclusion and Suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Word Classes in Analytical Exposition

a. Definition of Word Classes

Since the early days of grammatical or syntactic study, words have been grouped into word classes, traditionally labeled the “part of speech”.⁴ The discussion of word classes are the basic units to understand sentence structure, one must first learn to recognize the grammatical function of units in a sentence and on the contrary, the ability to use a word in a sentence requires knowledge of its syntactic category.

Word Classes is a group of words which are similar in function. we can think of words which relate to the same pattern as belonging to the same group of class.⁵ Words are grouped into word classes according to how they combine with other words how they change their form. it group the words of language into word classes (also called part of speech). Part of speech is a traditional term to describe the different types if word which are use to form sentence, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection.⁶ So, part of speech is the basic part of a sentence.

⁴Robert Sibarani, *An Introduction To Morphology* (Medan: Poda, 2006), p.12.

⁵Dave Willis, *Rules, Pattern, and Words Grammar and Lexis In English Teaching* (New York: Cambridge University Press, 2009) p. 41.

⁶J Richard, *Longman Dictionary of Applied Linguistic* (London: Longman, 1985) p. 2009.

Joice Armstrong Carell state that part of speech is the meaning of a word and the way it is used in a sentence.⁷ It means to every words in the English can be assigned to at least one of only eight categories part of speech. It is known as the basic part of sentence constructing and as a small unit of sentence constructing.

Where as Lingga Hotben says, “part of speech genius is a word class consisting of eight types of noun, pronoun, verb, adverb, preposition, conjunction, and interjection.”⁸ In other word, it can be stated that part of speech is the kind or classes of words which that divided into eight basic kinds: noun, verb, adjectives, adverb, pronoun, preposition, conjunction and determiner.

In every language has found groups of words share grammatical characteristic. These group are called “part of speech”. Term such as “adjective” and “noun” are used to label form in the language as the parts of speech or word classes.⁹ Every person needs at least a minimal understanding of part of speech in order to be able to use such common place items as dictionaries, which classify words according to their part of speech.

It can be concluded that word classes is a group of words which are similar in function, the basic units to understand sentence structure that consist of eight types of noun, verb, adjectives, adverb, pronoun, preposition, conjunction and determiner.

⁷Joice Armstrong Carell, *Writing and Grammar* (New Jersey: Prentice-Hall, 2001), p. 366.

⁸Lingga Hotben, *Intisari Tata Bahasa Inggris Kontemporer* (Jakart: Kesaint Blanc, 2003) p. 2.

⁹George Yule, *The Study of Language* (New York: Cambridge University Press, 2010), p. 82.

b. Kinds of Word Classes

Word classes are broadly divided into two categories, they are lexical categories and functional categories.¹⁰ Lexical categories consists of noun, verb, adjective and adverb, and functional word consist of pronoun, preposition, conjunction and determiner. This research focus on four types of word classes (noun, verb, adjective and adverb). So, the classification will be explain below.

1) Noun

Noun it is mean the name of person or thing. According to Barbara the word nouns comes from latin *nomen* meaning name.¹¹ noun is used to identify a person or thing.¹² So, the word of nouns have latin *nomen* meaning name. Further, according to George Yule, nouns are word used to refer to people(boy), objects (backpack), creatures, places (school), qualities (roughness), phenomenon (earth quake) and abstract areas (love) as if they all “things”.¹³ So, noun is the name of things.

According to Jayanthi Dakshin Murthy, noun is a word used to name a person, place, place, or thing, an idea or quality of mind is defined as a noun.¹⁴ It means noun is the name of something like person, thing, others. J. Lyon says that all part of speech have a semantic core that is language independent. the most core like nouns which calls first order are names of people and physical

¹⁰Marcella Frank, *Modern English Part I Part of Speech* (New Jersey: Prentice-Hall, inc, 1972), p. 1.

¹¹Barbara Dykas, *Grammar for Everyone* (Australia: Acer Press, 2007), p. 33.

¹²Collins Cobuid, *English Grammar* (The University of Birmingham: Harper Collins Publisher, 1990), p. 5.

¹³George Yule, *The Study of Language* (New yprk: Cambridge University Press, 2010), p. 82.

¹⁴Jayanthi Daksin Murthy, *Contemporary English Grammar* (Delhi: Shivam Printers, 2003), p. 5.

objects and entities that exist in time and space.¹⁵ The names of people and objects exist in time and space.

Marcella Frank says “the noun is one most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence, a noun is the head word of the grammatical structure in which it functions”.¹⁶ From the definition above, noun is the name of person, place, things and idea or quality of mind and noun is also a word used to identify any class of people based on the functions.

From the definition above, noun are words to explain of the name or refers to person, place, things, phenomena, as if the they all things based on the function.

a) Kinds of Nouns

Noun is kinds of lexical categories of word classes. To identifying noun, the students are expected to understand the kinds of noun. Kinds of noun are common noun, concrete noun, proper noun, collective noun, abstract noun, countable noun, uncountable noun, and material noun.¹⁷ To be clear can be explain below:

¹⁵J. Lyon, *Semantic* vol. 2 (New York: Cambridge University Press, 1997), p. 219.

¹⁶Marcella Frank, *Modern English Part I Part of Speech* (New Jersey: Prentice-Hall, inc, 1972), p. 2.

¹⁷Marcella Frank, *Modern English Part I Part of Speech* (New Jersey: Prentice-Hall, inc, 1972), p. 6.

(1) Common Noun

“Common noun is the name given in common to every person or thing of the same class or kind”.¹⁸ So, common noun are words that refers to people, places, things, or ideas. Common noun are relatively easy to detect in a sentence, also common noun is a name for specific individual in a class and which signify only classes themselves.

Examples: (a) noun (d) town

(b) car (e) girl

(c) bird

(2) Concrete Noun

“A concrete noun is a word for a physical object that can be perceive by the sense, we can see, touch, smell the object”.¹⁹ Concrete noun is the name of a thing that can be touched or seen.

Examples: (a) room (d) flower

(b) sun (e) bag

(c)girl (d) ring

¹⁸Jayanthi Dakshina Murthy, *Contemporary English Grammar* (Deli: Book: Palace, 1998), p. 10.

¹⁹Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 20.

(3) Proper Noun

“Proper noun is the name of some particular person or place.”²⁰ A proper noun begins with a capital letter in writer at the beginning. It includes personal name, names of geographic units such as countries, cities, and rivers. Proper noun also the names of nationalities and religions.

Examples: (a) Padangsidempuan (name of place)

(b) Medan (name of place)

(c) Habibi (name of person)

(d) Indonesia (name of country)

(e) Islam (name of religions)

(4) Collective Noun

“Collective noun is the name of collection of things or persons.”²¹ Sam A Susanto said that “collective noun is the name of group which is pretended as a unity of the member.”²² Collective noun is the name of a number or collection of person or things taken together and spoken of as one whole.

²⁰Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 16.

²¹Wren and Martin, *High School English Grammar and Composition* (Hundred and Twenty-Seventh Edition, 1990), p. 5.

²²Barbara Dykas, *Grammar for Everyone* (Australia: Acer Press, 2007), p. 22.

Examples: (a) flock (d) group
 (b) family (e) set
 (c) collection (f) choir

(5) Abstract Noun

“Abstract noun is the name of quality, action or state. An abstract noun is a word for a concept, it is an idea that exist in our minds only. An abstract noun considered apart from the object to which it belongings.”²³ Like example quality, kindness, whiteness, darkness, hardness, honesty, wisdom and bravery.

Example: (a) action (d) beauty
 (b) laughter (e) kindness
 (c) judgment (f) wisdom

(6) Countable Noun

“Countable noun are the name of separate object, people which be counted. Countable noun is the name of thing that can be counted or divided into singular or plural.”²⁴ So, countable noun is that thing can be count.

Example: (a) students (d) camera
 (b) books (e) bag
 (c) pen (f) car

²³Wren and Martin, *High School English Grammar and Composition* (Hundred and Twenty-Seventh Edition, 1990), p. 5.

²⁴ Jayanthi Dakhsina Murthy, *Contemporary English Grammar*, p.10.

(7) Uncountable Noun

“Uncountable noun is the name of a thing that cannot be counted or divided into singular and plural.”²⁵ So, uncountable noun is that thing can not be count.

Examples: (a) milk (d) sugar
(b) water (e) air
(c) salt

(8) Material Noun

“A material noun is the name of a material or substance out of which things are made.”²⁶ It can be concluded that material noun are names given to the raw elements or objects exist in the nature and cannot be create by human being, the main source of raw materials are nature, animals and plants.

Examples: (a) gold (d) wood
(b) wool (e) silver
(c) paper (f) copper

There are many types of noun that can be identify in analytical exposition text, so this research will focus on common noun. Common noun is the name given in common to every person or thing of the same class or kind.

²⁵Wren and Martin, *High School English Grammar and Composition* (Hundred and Twenty-Seventh Edition, 1990), p. 100.

²⁶Jayanthi Dakshina Murthy, *Contemporary English Grammar*, p. 11.

b) The Function of Noun

Nouns may function not only in the central core of the sentence, but also in structures of modification. These function will be listed here along with their structural significance.²⁷

(1) Subject of Verb

Who or what is being talked about. The verb agrees with the subject in person (first, second, third) and in number (singular, plural).²⁸

The girl is resting

The girls are resting

(2) Complement of Verb

This completes the predication after the verb.

Object of verb. This can be:

(a) An indirect object. A second object to or for which the action of the verb is directed. The indirect object precedes the direct object.

Please give that *man* some money

The indirect object may also be expressed in a to or for phrase after the direct object.

Please give some money to that *man*

Some verbs that take indirect object are bring, buy, give, make, pay, sell, teach, write.

²⁷Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 9.

²⁸Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 9.

(b) Subjective Complement (Predicate Noun)

Used after a linking verb to refer back to the subject. While an object of a verb has a different identity from the subject, a subjective complement has the same identity as the subject.

“Washington was the first *President* of the United States.”

The subjective complement is often referred to merely as a complement, in spite of the fact, strictly speaking, a complement is any structure that completes a predication after a verb. Since both nouns and adjectives may function as subjective complements, we will generally confine ourselves to the narrower terms predicate noun or predicate adjective unless we are referring to the broader function of these words as complements.

c) Position of Noun

The position of a noun is determined by its function in the sentence. The blanks in the following sentences indicate the position of nouns as they fulfill different function.

Subject	The _____ is good.
Subjective Complement (predicate noun)	Marry is a pretty _____.
Direct object	The child ate his _____.
Indirect Object	The lawyer sent _____ a letter.
Objective complement ones _____.	The members elected Mr. _____.

Objective of preposition He deposited the money in
the ____.²⁹

While the usual position for a subject is before the verb, in some cases the subject after the verb:

1. In most question
Does your *wife* like candy?
2. after certain adverbials:
 - a. indicating place: *On the hill* stood a tree.
 - b. expressing negation or near negation: Never (or seldom) *have our people seen such a thing*.
 - c. so, such, only: I like candy, and *so* does my wife.
3. After “there”: there is *a lamp* on the table.

Occasionally an object is placed before the subject for greater emphasis *That kind of man* I admire above all others.³⁰

2) Verb

A verb is described as a word which is used to indicate an action, a state of being of existence or possession. The word verb comes from the Latin *verbum* meaning *word*. Verbs are words that denote action.³¹ Verb that denotes states rather than actions seem less verb like. Process verbs which have no definite end points also seem less verb like than strong actions. The verb has the grammatical properties of person and number, properties which require agreement with the subject. Richard states that verb is a word which:

²⁹Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 12.

³⁰Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 12.

³¹Evelyn Hatch and Cherly Brown, *Vocabulary Semantic and Language Education* Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p.p. 222.

- a. Occurs as part of the predicate of a sentence
- b. Carries marker of grammatical categories, such as tense, aspects, person, number and mood
- c. Refers to an action or state.³²

Besides, verb can be used to show action, situation, condition, and activity according to the word that use in the sentence. For example, she *is* healthy. The word *is* expressed condition in the second sentence.³³ Based on explanation above, it can be can be conclude that verb or predicate is action in the sentence, also verb is a word show actions or activity.

a) **Kinds of Verb**

There are many verbs in English. All of them should be classified clearly in order to make the using of them easier and correctly in grammatical patterns.

In English grammar, verbs can be grouped into several groups, namely; according to their use, verbs can be divided into; Infinitive or present tense, past tense or preterit, and past participle. According to the change in time or way of writing the verb can be divided into; regular verbs and irregular verbs. According to the object the verb can be divided into; transitive verb and intransitive verb. According to its function in the sentence, verbs can be divided into; full

³²J Richard, *Longman Dictionary of Applied Linguistic* (London: Longman, 1985) p. 305.

³³Evelyn Hatch and Cherly Brown, *Vocabulary Semantic and Language Education* p. 306.

verb, auxiliary verb and linking verb.³⁴ So, this research will focus on verbs according to their function in the sentence, they are full verb, auxiliary verb and linking verb.

(1) Full verb

Full verb is a verb that is used to express a job or action. Full verb can stand alone and have a complete meaning without using “to”. Some verbs are full verbs. Other terms often used for full verbs are ordinary verbs, main verbs, lexical verbs, principal verbs, meaningful verbs and national verbs or in everyday use they are called verb.³⁵ Full verb is a verb that is used to express a job or action.

Example: (a) study (f) write
 (b) play (g) breath
 (c) cook (h) watch
 (d) sleep (i) run
 (e) go (j) drink

24-25 ³⁴Akhmad Kardimin, *Fundamental English Grammar* (Yogyakarta: Pustaka Belajar, 2009) p.

³⁵Akhmad Kardimin, *Fundamental English Grammar* (Yogyakarta: Pustaka Belajar, 2009) p. 49.

The characteristics of the full verb are as follows:

- a. The shape can change depending on the context of the sentence, either because of the influence of the subject or changes in the form of the time. For example, the word write changes form to a writing form because of a change in the past tense (past tense).

Example: (a) She *wrote* a letter

(b) I *bought* an umbrella

(c) Mother *cooked* a cake

- b. If its use for negative sentence or interrogative sentence, the auxiliary *do*, *does* or *did* should be used.

Example: (a) I *don't* go to school every day

(b) She *doesn't* wrote a letter

(c) mother *doesn't* cooked a cake.

(2) Auxiliary Verb

According to Sulastris, "Auxiliary is used together with other verb to help in expressing meaning especially for grammatical function."³⁶ In other hand, Jayantina Dakshina Murti stated, "Auxiliary verb is a verb which helps other verbs

³⁶Sulastris, *Learning English Grammar* (Surabaya: Giri Utama, 2008), p. 41.

to form different tenses.”³⁷ It means that vocabulary is a kind of verb with the main function to give the grammatical meaning in a sentence especially to form different tenses.

There are two kinds of auxiliary verb, they are:

- 1) Primary Auxiliaries: verb used to form negatives, questions, and tenses. They are: is, am, are, was, were, been, do, does, did, have, has, had.³⁸

Example:

- (a) She *is* fat.

(the word “is” shows that the tense is Simple Present Tense, that means the condition happens in the present time)

- (b) She *was* fat.

(the word “was” shows that the tense is Simple Past Tense, that means the condition happens in the past time)

³⁷Jayantina Dakshina Murti, *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p. 128.

³⁸Jayantina Dakshina Murti, *Contemporary English Grammar* (New Delhi: Book Palace, 2003), p. 128.

2) Modal Auxiliaries: verb used to express various moods and mental attitudes like hope, expectations, possibility and futurity. They are: can, may, must, could, will, shall, would, should, dare, might, need, ought to, used to.

Examples:

(a) She *can* play guitar.

(the word “can” shows the ability of the subject to do the verb in the sentence)

(b) We *will* take some fruits.

(the word “will” shows the futurity of the activity or verb in the sentence)

(c) You *should* study.

(The word “should” shows that the verb explained is expected to be done by the subject of the sentence).

(3) Linking Verb

Linking verbs (also known as copulas or copular verbs) are used to describe the state of being of the subject of a clause. Unlike action verbs (also called dynamic verbs), they connect the subject to the predicate of the clause without expressing any action.³⁹ Linking verbs are used to describe the state of being of the subject of a clause.

Linking verbs still other verbs introduce the condition or state of someone or something. They do not take a direct object and are most often followed by an adjective. These verbs are usually called linking verbs. Here are some commonly used linking verbs.⁴⁰ So, it is introduce the condition or state of someone or something. Here are some commonly used linking verbs:

<u>Linking verbs</u>	<u>used in a sentence</u>
appear quite well	The boy <i>appears</i> quite well
be	I <i>am</i> hungry
become	The weather
<i>becomes</i> bad	

³⁹Peter Herring, *The Farlex Grammar Book Complete English Grammar Rules* Farlex International p. 255.

⁴⁰Ed Swick, *English Grammar For ESL Learners* (New York: Mc Grow Hill, 2005), p. 17.

feel	It <i>feels</i> hot
grow	The dog is <i>growing</i>
weak	
look	She <i>looks</i> unhappy
seem	The coat <i>seems</i> to small for you
smell	The pizza <i>smells</i> good
sound	The music <i>sounds</i> awful
taste	The popcorn <i>tastes</i> salty ⁴¹

b) Function of Verb

The verb function as the grammatical center for the predication about the subject. As we have seen, it may be a grammatical center expressing mere linkage, or it may be the strongest predicating word in the central core of the sentence. The verb is so basic that other functions (subject, object, complement) are determined in relation to it.⁴² So, The verb function as the grammatical center for the predication about the subject.

⁴¹Ed Swick, *English Grammar For ESL Learners* (New York: Mc Grow Hill, 2005), p. 17

⁴²Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 51-52.

c) Position of Verb

The verb is used after a subject, or before an object or complement. The verb appears before the subject in most question, and in sentence or clauses that begin types of negative adverbs.

3) Adjective

A word used to express the quality, quantity, number and to point out the person or thing is regarded as an adjective.⁴³ A word that describe nouns are called adjectives and adjectives are typically used to describe particular noun. For example *Batak* is regional language, from this example word regional are example of adjective, because the word regional tell us something about language or describe the noun.

In some language, adjectives are not viewed as different from noun. A few adjectives as words that modify nouns, modify nouns means change a little. An adjectives changes the meaning of noun by giving more information about it. Adjective are neither singular nor plural. They do not have a plural form.⁴⁴ Adjectives can come immediately before nouns and adjectives can also follow main verb be.

⁴³Jayanthi Dakshina Murty , *Contemporary English Grammar* ... p. 33.

⁴⁴Jayanthi Dakshina Murty , *Contemporary English Grammar* ... p. 33

Adjectives are nearly always used in connection with a noun or pronoun to give information about the person, thing, or group. When this information is not the main purpose of a statement, adjectives are placed in front of a noun. Adjectives which are used in a noun group are said to be used attributively.

Most adjectives can be used number in attributive and predicative structures. Predicative is adjectives which are used in a noun group. Sometimes, however the main purpose of a statement is to give the information expressed by an adjective. When this happens, adjectives are placed after link verb, adjectives which are used after a link verb are said to be used predicatively. They are called the complement of the link verb. The subject can be any noun group, including pronouns.⁴⁵ So, adjectives is a word describe noun.

a) Kinds of Adjective

⁴⁵Jayanthi Dakshina Murty , *Contemporary English Grammar* ... p. 33

There are some kinds of adjective they are: descriptive adjective, numeral adjective, quantitative adjective, demonstrative adjective, interrogative adjective, distributive adjective, exclamatory adjective, and possessive adjective.⁴⁶

To be clear can be explain below:

(1) Descriptive Adjective

Descriptive adjectives are words that describe the nature and condition of a person, animal, plant or object.⁴⁷ Below are some words which are included in the descriptive adjective.

Examples: (a) big (d) good
(b) stupid (e) happy
(c) yellow (f) fat

(2) Numeral Adjective

Numeral adjective is an adjective that describes a number.⁴⁸ There are two of numeral adjective they are cardinal number and ordinal number. to be clear can be explain below.

(a) Cardinal Number

cardinal numbers are numbers known as whole numbers, which are whole numbers from zero (0) to infinity.

⁴⁶Windy Novia, *Basic English Grammar* (Jakarta: Gama Press, 2010) p. 62.

⁴⁷Windy Novia, *Basic English Grammar* (Jakarta: Gama Press, 2010) p. 62.

⁴⁸Akhmad Kardimin, *Fundamental English Grammar* (Yogyakarta: Pustaka Belajar, 2009) p.

Examples: (a) zero (f) one hundred
 (b) one (g) two hundred
 (c) two (h) one thousand
 (d) three (i) five thousand
 (e) four (j) ten milliard

(f) Ordinal Number

Numbers include in the ordinal number are:

Example: (a) first (f) sixteenth
 (b) second (g) twentieth
 (c) third (h) twenty first
 (d) fourth (i) eighty second
 (e) fifth (j) a thousandth

(3) Quantitative Adjective

Quantitative adjective is an adjective used to talk about the quantity or things. Beside that Wren & Martin say that adjective show how much things is meant.⁴⁹ So, adjective of quantity describe how much of things is meant.

Examples: (a) much (e) enough
 (b) little (f) a lot of
 (c) some (g) many

⁴⁹Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: Prentice Hall, 1972), p. 109.

(d) a great many

(h) several (i) all

(4) Demonstrative Adjective

An adjective used to point out which person or thing we speak about is known demonstrative adjective. Demonstrative adjective point out which person or thing.⁵⁰ So, An adjective used to point out which person or thing we speak.

Examples: (a) this (c) that

(b) these (d) those

(5) Interrogative Adjective

Interrogative adjective is used to ask the questions.⁵¹ So, these to use ask the question.

Examples: (a) what ?

(b) which ?

(c) whose ?

(6) Distributive adjective

Distributive adjective is an adjective denoting one of several existing objects.⁵²

⁵⁰Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 110.

⁵¹Wren and Martin, *High School Grammar & Composition* Latest Edition 2013 N. D. P. Prasada Rao: 2013, p. 21.

Examples: (a) either

(b) neither

(c) each

(d) every

(7) Exclamatory Adjective

Exclamatory adjective is the word “*what*” is sometimes is used.⁵³ So, exclamatory is the word *what* is sometimes is used.

Example: (a) *what* a genius!

(b) *what* an idea!

(c) *what* a blessing!

(8) Possessive Adjective

An adjective used talk about ownership or possession is known as possessive adjective. Possessive adjective is adjective possessive adjective are the words that are used to express possession. They can not stand alone but they are followed by a noun.⁵⁴ So, possessive adjective is same with possessive pronoun.

Examples: (a) my

(d) her

(b) his

(e) your

(c) their

(f) our

⁵²Windy Novia, *Basic English Grammar* (Jakarta: Gama Press, 2010) p. 83.

⁵³Wren and Martin, *High School Grammar & Composition* Latest Edition 2013 N. D. P. Prasada Rao: 2013, p. 22.

⁵⁴Jayanthi Dakshina Murty , *Contemporary English Grammar* ... p. 34.

There are many types of adjective that can be identified in analytical exposition text, so the researcher will focus on adjective of quality. Adjectives of quality or descriptive adjective show the kind or quality of person or thing.

b) Function of Adjective

A number of grammatical structures may function as adjective modifiers of nouns. Most of these follow the nouns they refer to.

- (d) Adjective clause : The girl *who is sitting at the desk over there*
- (e) Participial phrase : The girl *sitting at the desk over there*
- (f) Prepositional phrase : The girl *at the desk over there*
- (g) Adverb : The girl *over there*
- (h) Infinitive phrase : The only girl *to finish on time*

Sentence structures functioning as adjective are called adjectivals. Words that generally function as adjective sometimes serve as *other parts of speech*.

(1) As nouns

None but the *brave* deserve the fair

a. objects, of preposition, in idioms.

by *far*, in *general*, for *long*, at *random*.

(2) As adverbs. these modify:

(a) verbs

hold *tight*, break *loose*, make *uneasy*

(b) adverbs

better off, *far ahead*, *close by*, *straight ahead*

(c) other adjectives

boiling hot, *dead drunk*, *stark naked*, *dark red*

(d) Prepositional Phrase

deep in her heart, *early in the year*, *long before noon*.⁵⁵

c) Position of Adjective

According to Raymond Murphy with Roann Altman there are positions of adjectives usually in a sentence such as:

a) In front of noun

Example : Andy is *smart* boy

b) After To Be (Is, am, are)

Example : The girl is *beautiful*

c) After object

Example : He tell me *good*.

d) After verb

Example : Tom feels *cold*.⁵⁶

4) Adverb

An adverb is a word used to modify a verb, an adjective or another adverb, or a word used to explain how, where, when and why an action is performed.⁵⁷ An adverb can be used to explain manner (how) time (when) and place (where). For example they

⁵⁵Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 112.

⁵⁶Raymond Murphy with Roann Altman Consultant William E. Rutherford, *Grammar in use* (Melbourne: Cambridge University Press, 2007), p. 244-255.

⁵⁷Jayanthi Dakshina Murty, *Contemporary English Grammar* ... p. 7.

lived *happily*, the word *happily* in this sentence modifies the verb lived. Another example Dinda is *very* beautiful The word *very* modifies the adjective beautiful.

Adverb are words used typically with verb, to provide more information about action, states and events.⁵⁸ When the adverbs are used to modify verbs, adverbs like adjectives use scaled forms. Adverb are similar to adjectives in many ways although they typically assign attributes to clause, or to entire sentence rather than to nouns and to verb.⁵⁹ Both adjectives and adverbs can be preceded by intensifiers. However, intensity can be expanded into a scale. Adverb is similar to adjective in many ways although they typically assign attributes to verb, clause, or entire sentence rather than to noun.

A word that describes or adds to the meaning of verb, an adjective, another adverb, or sentence and which answer such as questions as how. Normally, verb follow the adverb. So, it can be concluded that adverb is modifier noun and adjective and describe the action of the verb, or indicate such meaning as time and place.

a) **Kinds of Adverb**

Adverb are divided into eight kinds of the basic of their use. They are adverb of manner, adverb of place, adverb of time, adverb of frequency, adverb of certainty, adverb of degree, interrogative adverb and relative adverb.⁶⁰ To be clear can be explain below:

(1) Adverb of Manner

Adverb of manner is kind of adverb that give information how the action happen or done.⁶¹ Beside that

⁵⁸George Yule *The Study of Language* ... p. 82.

⁵⁹Evelyn Hatch and Cherly Brown, *Vocabulary Semantic and Language Education* p. 230.

⁶⁰Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 141.

⁶¹Marcin Morzycky, *Adverbs* (Michigan: Michigan State University, 2014), p. 44.

adverb of manner are which show how or in what manner.

Position of adverb of manner are comes after the verb.

Examples: (a) happily (c) gracefully
(b) beautifully (d) soundly

(2) Adverb of Place

Adverb of place tells us where something is done or happens.⁶² Adverb of place use it after the verb, direct object or at the end of a sentence.

Examples: (a) here (c) near
(b) there (d) under

(3) Adverb of Time

Adverb of time tells us an action happened, but also for how long and how often.⁶³ Adverb of time use at the beginning or the end of a sentence. Adverb of time use as a form of emphasis when we place it at the beginning.

Examples: (a) now (c) soon
(b) yesterday (d) always

(4) Adverb of Frequency

An adverb based to show how often an action is done is known as an Adverb of frequency.⁶⁴ So, how often an action is done.

Examples: (a) again (c) twice
(b) never (d) three times

⁶²Barbara Dykes, *Grammar For Everyone* (Australia: Aces Press, 2007), p. 63.

⁶³Jayanthi Dakshina Murty *Contemporary English Grammar* p. 180.

⁶⁴Jayanthi Daksina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 1998), p. 183.

(5) Adverb of Certainty

An adverb used to show how much or in what degree or to what extent an action is done is known as an Adverb of Certainty.⁶⁵ So, adverb of certainty to what extent an action is done.

Examples: (a) surely (d) certainly
(b) obviously (e) clearly
(c) probably (f) undoubtedly

(6) Adverb of Degree

Adverb of degree tells us the level or extent that something is done or happens.⁶⁶ Adverb of degree which shows how much, or in what degree or to what extent.

Examples: (a) enough (c) very
(b) too (d) extremely

(7) Interrogative Adverb

An adverb used to ask a question is known as an Interrogative Adverb.⁶⁷ So, interrogative adverb is to ask the question.

⁶⁵Jayanthi Daksina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 1998), p. 185.

⁶⁶Mc. GrawHill, *Grammar Practice Book* (New York: Florida Treasure, 2005), p. 172.

⁶⁷Jayanthi Daksina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 1998), p. 190.

Examples: (a) how (c) where

(b) when (d) why

(8) Relative Adverb

Adverb which is used to start an adjective clause that describes the noun in a complex sentence.⁶⁸ So, relative adverb used to start an adjective that describes the noun.

Example: where, when, why

Examples: (a) I did not know *where* Gita went

(b) Do you know *when* Cahaya came here

(c) I don't know *why* she went to Medan

There are many types of adverb that can be identified in analytical exposition text, so this research will focus on adverb of place. Adverb of place tells us where something is done or happens.

b) Function of Adverb

Since adverb clauses function as adverbs, let's look at the functions of adverbs.

- a) Adverb modify verb, adjectives, and another adverbs.
- b) They tell why, when, where, how, how much, and how often an action occurs.
- c) They can begin a sentence that is question, and give more information.

Here are some examples according to what the adverb is modifying:

1. Verbs: we eat pizza weekly. She watched the wild animal carefully.
2. Adjective: that is a very nice person. The dog is extremely hyperactive.

⁶⁸Jayanthi Daksina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 1998), p. 195.

3. Adverbs: she sings quite beautifully. My dog is almost always starving.⁶⁹

c) Position of Adverb

The adverbs has a greater degree of maneuverability than any of the other part of speech. To be clear can be explain below:

(1) Initial position before the subject

Sometimes she comes late

(2) Mid-Position with the verb

She *sometimes* comes late.

(3) Final position after the verb plus object or other complement

She comes late *sometime*⁷⁰

Some types of adverbs and adverbial word groups may occupy all three of the position adverbial position, others only one or two of these position.

Based on all explanation kinds of word class above it can be conclude that kinds of word classes consist of minor class that is noun, verb, adjective, and adverb. It is often used in every sentence in correct order. So students should pay attention to make them understand well kind of word classes.

c. Example of Analytical Exposition

1) Definition of Analytical Exposition

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. To persuade the

⁶⁹Jayanthi Daksina Murthy, *Contemporary English Grammar* (New Delhi: Book Place, 1998), p. 199.

⁷⁰Marcella Frank, *Modern English Grammar a Practical Reference Guide* (New Jersey: PrenticeHall, 1972), p. 148.

reader or listener that there is something that, certainly, needs to get attention to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.⁷¹ So, analytical exposition is that elaborates the writer's idea about the phenomenon surrounding.

The purposes of analytical exposition are to analyze the topic and to convince or influence the reader that this opinion is correct and supported by arguments and to convince the reader that the topics presented was an important topic to be discussed or gained attention by way of providing arguments or opinions that support the main idea or topic.

2) Generic Structure of Analytical Exposition

Pardiyono said generic structure is as the information focus which has to be passed. It means generic structure is also a macro genre in that it can easily accommodate one or more of the other genres and still remain dominant.⁷² So, generic structure is a central important in analytical exposition.

Analytical exposition text has generic structure as follow:

(a) Thesis

Thesis is also called general statement. It is instruction the topic and shows speaker or writer's position; outline of the argument to be presented.

⁷¹ Abrar Zahoor Muhammad and Fakhar Bilal, *Marxist Historiography: An Analytical Exposition of Major Themes and Premis* (London: W.W. Norton Company, 1978), p.220.

⁷² Pardiyono, *Pasti Bisa Teaching Genre Based Writing* (Yogyakarta: Andi Offset, 2007), p.120.

(b) Arguments

Arguments is consists about point and elaboration point, states the main argument. Elaboration develops and supports each point of argument.

(c) Reiteration

Reiteration is a literary and rhetorical device of repetition, often used in methods of pedagogy, in jurisprudence, law and politics, for emphasis and for effect, to reiterate is merely to repeat. It is a tool which can be used to good or bad effect.⁷³

Analytical exposition text has generic structure they are thesis, arguments and reiteration. Generic structure is a central important in analytical exposition.

3) Language Features of Analytical Exposition

There are language features of analytical exposition. The language features of analytical exposition follows:

- (a) Focus on generic human and non-human participants.
- (b) Use mental processes, it is used to state what the writer or speaker think or feels about something, for example: realize, feel.
- (c) Need material processes. It used to state what happed, for example: has polluted.
- (d) Use of simple present tense.
- (e) Use of relational processes.
- (f) Use of internal conjunction to state argument.
- (g) Reasoning trough casual conjunction or nominalization.

Those are language features that they have to write the analytical exposition text.⁷⁴ The above language features are commonly used in exposition text. By knowing the language features the readers can catch the information easily.

4) Example of Analytical Exposition

⁷³Sartono, *Modul Pembelajaran SMA Negeri 2 Mataram Mata Pelajaran Bahasa Inggris* (Mataram: SMA Negeri 2, 2009), p. 4.

⁷⁴Sartono, *Modul Pembelajaran SMA Negeri 2 Mataram Mata Pelajaran Bahasa Inggris* (Mataram: SMA Negeri 2, 2009), p. 6.

This is one of many examples of analytical exposition that studied in senior high school. That is talk about over-eating.

Over-Eating

Over eating is one of the most wonderful practicing among those who think that they can afford it. In fact, authorities say that nearly all who can get as much as they desire, over-eat to their disadvantage.

This class of people could save a great deal more food by missing one meal per week and at the same time they could improve their health.

A heavy meal at night, the so-called "dinner", is taken with many and it is taken shortly before resting. It is unnecessary and could be forgone, not only once a week but daily without loss of strength. Five hours needed to digest food. While sleeping the food not required to give energy for work, is in many cases converted into, excess fat, giving rise to obesity. The evening meal should be light, taken four hours before sleeping. This prevents obesity, conserves energy and reduces the cost of food.⁷⁵

B. Review of Related Findings

In conducting this research, there are many previous studies which support it. Those can contribute the present research in case of method, theories and discussion means.

First, the research by Marakali Harahap at State For Islamic Studies in English section (Institute Agama Islam Negeri Padangsidempuan) on 2014. The kind of this research is qualitative descriptive. The result of the thesis was good with the score 78.16% and those were the difficulties of the fourth semester in identifying part of speech too many part of speech that makes students confused in identifying.⁷⁶

The second is done by Teguh Wardana Tusino, the result of this research is that students' ability in identifying part of speech is 56.54% or we can called enough categories. The highest all of the errors occurred in this research is

⁷⁵Nursahid and Alfian Mutaqin, *New Light* (Jakarta Timur: PT Pabelan Cerdas Nusantara, 2005)

⁷⁶Marakali Harahap, *The Ability of the Fourth Semester of English Department IAIN Padangsidempuan in Identifying Part of Speech*, Unpublished Thesis, (IAIN Padangsidempuan, 2014),

misformation about 46.42%. The second error that students get in this research is omission about 28.58%, and the last error is addition about 25%.⁷⁷

The third was done by Murtajiah. The kind of this research was quantitative descriptive. The result of thesis shows that the first semester of English department students' ability in identifying part of speech of short story can be categorized very excellent with average of total score 81.⁷⁸

Next, was done by Lixin Xia. The result of analysis is a general overview of the errors among 4 groups of college students was given. The first errors with the greatest frequency were sorted out from all the errors. They were further classified into 8 categories according the wrongly used word classes. Statistics show that the number of errors in word classes accounts for 41.18 of total tagged errors, and rate the eight in the 63 type.⁷⁹

The last was done by Iike Nurhikmah with the title Improving Students' Analytical Exposition Text Writing Skill through Guided Prompt-Response Activity the Eleventh Grade Students of SMA N 8 Pontianak. The result of this research showed that after applying guided prompt response activity, the students' achievement in writing analytical exposition text improved from 66.59 in cycle 1, to 73.94 in cycle 2. With this activity, students had more practice in writing compound sentence and complex sentences through sentence completion exercise. Besides, during the writing process a guided prompt-response frame was used to assist students in writing complete stages of the text. Consequently,

⁷⁷Teguh Wardna Tusino, *The Students Ability in Identifying Part of Speech On The Song "My Hearth Will Go On"* at The Second Grade Students of MAN Gombang in The Academic Years of 2013/14, *Jurnal Pendidikan Bahasa Inggris* Vol. 2. No. 3, 2003.

⁷⁸Murtajiah, *The Students Ability in Identifying Part of Speech Of Short Story at Antasari State Institute for Islamic Studies Banjarmasin* (Thesis UIN Banjarmasin, 2016), <http://idr.uin-antasari.ac.id/6405/>, accessed on Sunday 16th November 2020

⁷⁹Lixin Xia, *An Error Analysis of The word Class: A Case Study of Chinese College Students* Journal of Guangdong University of Foreign Studies, Guangzhou China, ISSN 1923-868X

the technique successfully improved the students' achievement in writing analytical exposition text.⁸⁰

Based on five previous researcher above, the researcher tries to find the students ability in identifying word classes. In other Hand, five of this research are similar research, but the result and object are different. Meanwhile, this research investigate in how the ability of the XI grade students of Pondok Pesantren Baqi Basilam Baru in identifying word classes in analytical exposition.

⁸⁰Iik Nukhikmah, title Improving Students` Analytical Exposition Text Writing Skill through Guided Prompt-Response Activity the Eleventh Grade Students of SMA N 8 Pontianak from <http://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/3250/3232> accesses on Wednesday 20 February 2020

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

This research was done at Pondok Pesantren Muhammad Baqi Babussalam Basilam Baru. It is located at Jl. Negara Km. 11.5 Kec. Batang Angkola, Muara Tais Tapanuli Selatan, ±16 km from the central town to the south. The time of this research was conducted on January until finish.

B. Research Method

The kind of this research was a quantitative research. This method of this research was a descriptive method.

A quantitative is an approach for testing objective theories by examining the relationship among variables. These variables, in turn can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.⁸¹

It can be interpreted that the resulting data is in the form of numbers and the analysis uses statistic. So, a quantitative used for test, questionnaires, checklist and other formal paper and pencil instrument.

The method of this research was a descriptive method. A descriptive method is “a method that serves to describe or provide an overview of the object under study through data or samples that have been collected as is.”⁸² So, a descriptive method is a method that contains a description as it is. The use of descriptive method is to identify problems and try to solve them through descriptive method

⁸¹John Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, *Journal of Chemical Information and Modeling*, Fifth Edit, vol. 53 (London: SAGE Publications, Inc., 2017), p44.

⁸²Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013), p29, <https://id1lib.org/book/5686376/9d6534>.

In this research researcher was explain systematically and accurate of fact about the population. It means that research was applied quantitative research as a kind of descriptive. Descriptive research is a research to analyze or make a sense perception (descriptive) about situation and phenomenon students ability in identifying word classes in analytical exposition text for students of Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.

C. Population and Sample

1. Population

The population is the group of interest to researcher, the group to which she or he would like the result of the study to be generalizable.⁸³ It means that is the object or subject generalizable by the researcher to be learned and then made the summarizing. Population is the generalization area consist of object who have quality and characteristics who be specified by the researcher to be learned and then be made summarizing.⁸⁴ Based on statement above, the population of this research is all of students' of XI Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru, that consist of two classes. It can be presented as follows:

Table I
Population of The Research

No	Class	Number of Students
1	XI-1	24
2	XI-2	17
	Total Number	41

e: Academic System Operation of Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru)

2. Sample

Sample is selected from a larger group which consist of the individuals, item or event and referred to as population. According to Saifuddin Azwar,

⁸³L. R. Gay and Peter Airasian, *Education Research: Competence for Analysis and Application* (USA: Pretince Hall, 2000) p. 22.

⁸⁴Sugiono, *Metode Penelitian Kuantitatif, Kualitatif R&D* (Bandung: Alfabeta, 2010), p. 80-81.

sample is part of population.⁸⁵ Part of population that consist of the individuals.

This research used the cluster sampling to take the data. Cluster sampling is simple sampling where each units is collected as a collection or cluster. This case the cluster can be defined as a group or collection, where the elemen in on cluster are honogeneous, while there are differences between one cluster and on another.⁸⁶ It means that students were not grouped according to their abilities, there is no placement test of the class. In this research was used cluster sampling, where this grouping is based on the law in Islam that men and women are given a divider between them. So, this sample are one class of male and one class of female. Based on the explanation above, the sample of the research can be seen in the table below.

Table II
Population of The Research

No	Class	Number of Students
1	XI-1	24
2	XI-2	16
Total Number		40

(Source: *Academic System Operation* Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru)

Based on the table above, it could be seen that every class, the total of sample in this research is 40 students

D. Instrument of Collecting Data

Research instrument can be defined as a tool or media that used by the researcher to get the data. In this research, the instrument for collecting data is test. Based on source data the research used test. In this research, the key

⁸⁵Saifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajaran, 204), p.79.

⁸⁶Yusuf A, *Metode Penelitian Kuantitatif, Kualitatif dan Penelitian Gabungan* (Jakarta: Kencana, 2014), p. 72.

instrument is the author because the author collects the data directly by herself, then the author used test.

1. Test

Test is a tool that is testing to the students to measure how far their ability in certain material. “Test also can be defined as question or exercises or other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individual or groups.”⁸⁷ So, the test can be question or exercises that given to the people to get information about their ability or talent.

The form of the test that used in this research was written test in form of word and ready to be identify. The test was used to see and measure how far the students’ ability about identifying word classes in analytical exposition text.

So, based on the statement above, the author gives weight to such assesment which is describe above based on the word classes indicators.

Table III
Indicators of Test World Classes
(Noun, Verb, Adverb and Adjective)

Variabel	Indicators	Item	Score	Total Score
Word Classes	Noun	20	2	40
	Verb	12	2	24
	Adverb	8	2	16
	Adjective	10	2	20
	Total			

2. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person. It is question and answer activity that conducted by two or more people which to find the truth of a problem and needs to be proven.

⁸⁷Kurniawan, p. 105.

“Interview means face-to-face encounters between the researcher and informants directed toward understanding informants’ in their own words”.⁸⁸ So, interview is a conversation between two or more people that is called interviewer and informant, which aim to obtains information about the students’ ability in identifying word classes in analytical exposition.

Interview was one of the techniques of collecting data by doing oral interview in individual meeting. The question were appropriate with the list of interview. Interview was done for getting data about the ability of the XI grade students of Yayasan Pondok Pesantren Syekh Muhamad Baqi Babussalam Basilam Baru in identifying word classes in analytical exposition. To get information in this research would be done interview directly to the teacher as sources of data.

E. Technique of Collecting Data

Technique of collecting data in this research as a procedure how the researcher give the an analytical exposition text to the students as participant in this research. First the researcher go to school and ask the principal’s permission to conduct the research. Second, made the analytical exposition text for the students to know their ability in identifying word classes in analytical exposition text. Third, The researcher share analytical exposition text students and ask them to identify word classes in the text. Fourth, the researcher collecting the written work students. Last, the researcher analyzing the data from the test.

F. Technique of Data Analyzing

After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

$$M = \frac{\sum x}{n}$$

Explanation:

⁸⁸Steve J. Taylor, *Introduction to Quantitative Methods: A Guidebook and Resource*, Fourth edition (New Jersey: Wiley, Inc 2016), p.16.

M : Mean score (average)

$\sum x$: Total of the result

n : Sum of respondent⁸⁹

After the researcher get the data, it would enter in test hypothesis with the formula as following:

$$\text{Z-Test} \quad Z = \frac{\bar{X} - p}{\frac{s}{\sqrt{n}}}$$

Explanation:

X = data that includes hypothesis categories

n = all the data

M = hypothesis proportion.⁹⁰

After the researcher get the data, it has been presented in frequency table as following:

Table IV
The Classification quality of the students' score

Interval	Predicate
00% - 25%	Very low
26% - 50%	Low
51% - 75%	Enough
76% - 100%	High ⁹¹

After the researcher found the mean score of all students, it would be consult to the criteria as the following:

1. If the value of mean score is 0 - 25, it can be categorized into very low ability.
2. If the value of mean score is 26 - 50, it can be categorized into low ability.
3. If the value of mean score is 51 - 75, it can be categorized into enough ability.
4. If the value of mean score is 76 - 100, it can be categorized into high ability.

⁸⁹Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 1987), p. 81.

⁹⁰Ahmad Nizar Rangkuti, *Statistic Penelitian Pendidikan* (Medan: Perdana Mulya Sarana, 2014), p. 80.

⁹¹Ridwan, *Belajar Mudah Penelitian untuk Guru Karyawan Peneliti Pemula* (Bandung: Alfabeta cet I, 2005), p. 89.

CHAPTER IV

THE RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order the ability of students' at Grade XI of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru in identifying word classes in analytical exposition. The researcher has calculated the students' test result relate to this research's title by applying analysis. This quantitative descriptive analysis was used mean score to get their whole result as general, then to tested the hypothesis. Then to tested the hypothesis, the researcher used formula of Z test. Next, the detailed description of data as follows:

A. Description of The Data

1. Description of The Student's Ability in Identifying Word Classes in Analytical Exposition at Grade XI of Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru

Absolutely, to know the extent of the students' ability in identifying word classes in Analytical Exposition text at Grade XI of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru, the researcher used test as instrument of the collecting the data. The researcher asked the students to identify word classes based on a text. So, the total of noun in a text is 39 words, and the researcher limited the noun become 20 words, . After analyzed the data, researcher found 198 word classes in a text. Then, the instrument given for the grade XI students of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru,

Researcher found 39 nouns, 18 verbs, 8 adverbs and 14 adjectives. The researcher limit it to 20 words of noun, 12 verbs, 8 adverbs and 10 adjectives.

Based on table above (see appendix I), it can also seen that there were students have got 84 as the highest score and there were have 40 score as the lowest score. To know the quality score each of the students in identifying word classes can be seen as below:

Based on table above (see appendix II) , it is clearly that quality score the students' score in identifying word classes is differently. There were many students have low, enough, and high. It means that the ability at grade XI students of MAPondokPesantrenSyekh Muhammad BaqiBabussalamBasilamBaru, in 2020-2021 academic year in identifying word classes is variously. The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table VII
The Resume of Variable Score in Identifying Word Classes

No	Statistic	Variable
1	High Score	84
2	Low Score	40
3	Mean Score	64,175
4	Median	68,08
5	Mode	64,38

From table above, it was known that the high score for variable in identifying word classes had been searched from 40 students, and based on the total of sample research the highest score is 84 and low score is 40 , mean score 64.175, median is 68.08 and mode is 64.38. Based on the calculation mean score was 64.175. So application in identifying word classes was enough, it can be known from the table interpretation mean score in chapter III. To know revelation of data was done to group the variable score in identifying word classes which interval 7 .

Table VIII
The Frequency Distribution in Identifying Word Classes

No	Interval Class	Mid Frequency	Frequency Absolute	Frequency Relative
1	40 – 46	43	2	5%
2	47 – 53	50	5	12,5%
3	54 – 60	57	7	17,5%
4	61 – 67	64	12	30%
5	68 – 74	71	9	20%
6	75 – 81	78	4	10%
7	82 – 88	85	2	5%
	i=7			100%

Based on the above table, it can be drawn at histogram as below:

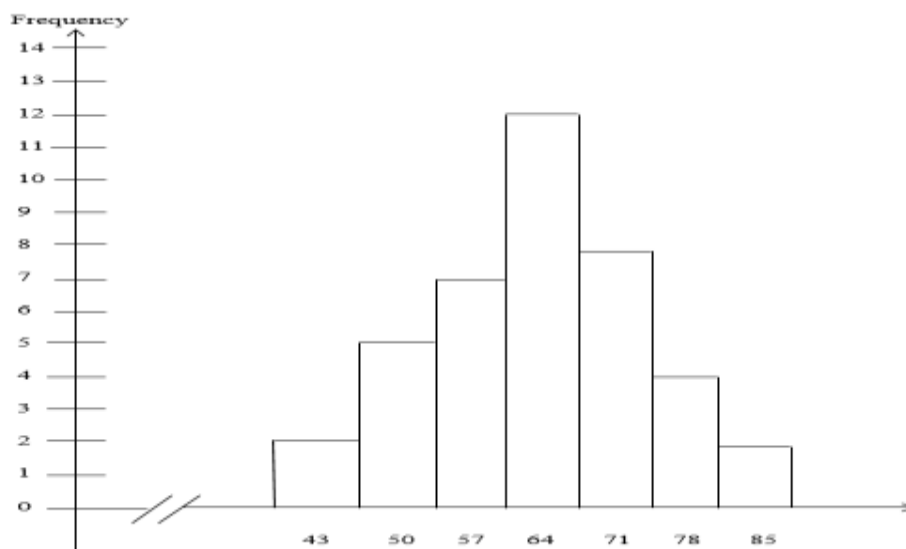


Figure.1: The histogram of identifying word classes in analytical exposition text at grade XI of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Baslam Baru.

Based on the histogram above, it was known that the variable revelation in identifying word classes in analytical exposition text shows that the respondent in 40-46 was 2 students (5%), 47-53 was 5 students (12.5%), 54-60 was 7 students (17.5%), 61-67 was 12 students (30%), 68-74 was 9 students (20%), 75-81 was 4

students (10%). So, the meaning of interval is showing the count of sample that got score in percentage.

2. The Difficulties Faced by Students in Identifying Word Classes in Analytical Exposition by XI grade of Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru

In this case, the researcher took the test to analyze students' difficulties in identifying word classes in analytical exposition. The subject of the research is limited to the eleventh grade school students of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.

The data was taken from 40 students' from eleventh grade school of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. The researcher has identified the students difficulties and has calculated the number of each difficulties. The researcher draws up the result of calculation into table (see appendix V) and converting them into percentage.

After getting and analyzing the data, there were 1252 difficulties from students' in identifying word classes in analytical exposition. Those 1252 difficulties were described into these following:

- 1) Noun = 541
- 2) Verb = 283
- 3) Adjective = 227
- 4) Adverb = 201

In research finding, the researcher presented the result of analyzing the data. The subjects are the eleventh grade students of MA Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. There are 40 data collected by the researcher. The researcher analyzed the students answer sheet in order to know the students' difficulties in identifying word classes in analytical exposition. The difficulties made by students was analyze here, the researcher will put each incorrect answer based on the categories of difficulties in identifying word classes in analytical exposition. The researcher calculates thr frequency of difficulties by using this formula:

$$P = F/N \times 100\%$$

P = Percentage

F = Frequency of Difficulties

N = Number of cases (total frequent)

1) Noun

In 1252 difficulties, there were 541 incorrect answer that made by the students in identifying noun, below is frequency of difficulties in identifying noun is:

$$P = F/N \times 100\%$$

$$P = 541/1252 \times 100\%$$

$$P = 43.21\%$$

Based on the data above the researcher describe that some students had difficulties in identifying noun in analytical exposition. The mean of students in percentage is 43.21%.

Identifying noun in analytical exposition, most of students made incorrect answer to identify noun, such: AP, BS, NS, RHA, SN, STPH, LI, RS, S, RH, DA, SI, Di, SIS, APA, SAS, RNA, YH, MN, DA, Ulb, Ai, An, Rn, and LA. They write “Increase, extensive, gradual, days, time, rain, wind, have, failed, everywhere, being, around, shif ting, recent, study, impact, weather patterns, Asia Pacific, world, coffee and polluting” to answer this question, this answer are incorrect. The correct answer should be “phenomenon, temperature, earth, atmosphere, oceans, problem, farmers, human, waters, air, gases, forest, palm sugar, palm oil, crop, economic, deforestation, evidence, citizens, and green house.

2) Verb

In 1252 difficulties, there were 283 incorrect answer tht made by the students in identifying verb, below is frequency of difficulties in identifying verb is:

$$P = F/N \times 100\%$$

$$P = 283/1252 \times 100\%$$

$$P = 22.60\%$$

Based on the data above the researcher describe that some students had difficulties in identifying verb in analytical exposition. The mean of students in percenage is 22.60%.

Identifying verb in analytical exposition, most of students made incorrect answer to identify verb also, such: AP, BS, FPA, NMP, NS, RNA, SIS, SAH, SN, LA, In, SIS, APA, SF, YH, ZI, RF, OR, and NS. They write “reuters, been, green peace, affect, activities, releasing, climate, have, farred, arrow,

unpredictable, industrializing, recent, global warming, but, like, people, pacific, during, and releasing” to answer this question, this answer are incorrect. The correct answer should be “use, describe, increase, facing, change, failed, grow, made, study take, follow, and started.

3) Adjective

In 1252 difficulties, there were 227 incorrect answer that made by the students in identifying adjective in analytical exposition. The mean of students in percentage is:

$$P = F/N \times 100\%$$

$$P = 227/1252 \times 100\%$$

$$P = 18.13\%$$

Based on the data above the researcher describe that some students had difficulties in identifying adjective in analytical exposition. The mean of students in percentage is 18.13%.

Identifying adjective in analytical exposition, some of students to answer this question are incorrect answer also, such : AP, APA, BS, RNA, NS, FPA, NMP, RNA, SN, LI, An, STPH, SI, Di, and Sis. They write “phenomenon, difficult, furthermore, in Indonesia, countries, around, either during, days, since, asia-pacific, by, everywhere, and throughout” to answer this question. The corret answer should be “global, gradual, new, serious, responsible, first, extensive, tropical, western, ad hot.

4) Adverb

In 1252 difficulties, there were 201 incorrect answer that made by the students in identifying adverb in analytical exposition. The mean of students in percentage is:

$$P = F/N \times 100\%$$

$$P = 201/1252 \times 100\%$$

$$P = 16.05\%$$

Based on the data above the researcher describe that some students had difficulties in identifying adjective in analytical exposition. The mean of students in percenage is 16.05%.

Identifying adverb in analytical exposition, some of students to answer this question are incorrect answer also, such : S, An, RH, DA, LM, SF, SAH, RW, YK, SI, Di, SIS, OR, MN, Nn, YH, RS, LWL, Mh, LI, LWL, Ulb, FPA, SAS, and A” to answer this question. They write “ by, new, serious, hot, tropical, difficult, noticeable, activities, slowdown, economy, responsible, tropical, irrefutable, problem, according, patterns, due, accompanied, western, hot, and global” this to answer the question, this answer are incorrect. The correct answer are “lately, Everywhere, secondly, solely, throughout, much, well, and furthermore.

Table IX
The Result Types of Difficulties, Frequency and Percentage

No.	Tyes of Difficulties in Identifying word classes	Frequency	Percentage
1.	Noun	541	43.21%
2.	Verb	283	22.60%
3.	Adjective	227	18.13%

4.	Adverb	201	16.05%
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From the table above, it can be concluded that the researcher describe that some students had difficulties in identifying adverb in analytical exposition (it can be seen in table IX). Students have difficulty in determining adverb. Students often make mistakes in distinguishing adjectives and adverbs. Students confused differentiate it.

3. The efforts of the English teacher in overcoming difficulties of students in identifying word classes in analytical Exposition at XI grade of Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru

To anticipate the students' ability in identifying word classes, the English teacher had many efforts. Based on the result interview to teachers in Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. There were several efforts that can be made to overcome the difficulties of students in identifying word classes in analytical exposition. More explanation about the teacher's effort as follow:

a. Noun

The teacher's effort to solve the students' ability in identifying noun in analytical exposition based on the result interview with Mrs. Mrs. A (Initial) as

English teacher said:

“To solve the students ability in identifying noun in analytical exposition, it can by review the lessons, at the beginning of the lessons I (one of the teacher) will review about the vocabulary, introducing noun by given the definition of noun, kinds of noun, exercises and example of noun. Then, ask them (students) to write new vocabulary of noun and give the meaning every single words. Also return to memorize it”.⁹²

⁹² Mrs A. The English Teacher at Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru, Wednesday, August 18th 2021, at 10:30

This efforts is made to determine the failure of students ability in identifying noun. So, it is important to know the basics of noun.

b. Verb

Another difficulties is in verb, where the students difficult to find verb in analytical exposition. Based on the interview, things that can be done to overcome this problem is:

“It is same with noun, to overcome verb I also introducing noun by given the definition of verb, kinds of verb, exercises and example of verb. Then, ask them (students) to write new vocabulary of verb and give the meaning every single words. Also return to memorize it.”⁹³

This efforts is made to determine the failure of students ability in identifying verb. So, it is important to know the basics of verb.

c. Adverb

Adverb also is one of another difficulties of students. Based on the interview, things that can be done to overcome this problem is:

“same with noun and verb, I (one of the teacher) I also introducing adverb by given the definition of adverb, kinds of adverb, exercises and example of adverb. Then, ask them (students) to write new vocabulary of adverb and give the meaning every single words. Also return to memorize it.”⁹⁴

This efforts is made to determine the failure of students ability in identifying adverb. So, it is important to know the basics of adverb.

d. Adjective

The last difficulties that I have been found is in adjective. The students confused when identify adjective in analytical exposition. So, the efforts is also:

⁹³Mrs A. The English Teacher at Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru, Wednesday, August 18th 2021, at 10:35

⁹⁴Mrs A. The English Teacher at Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru, Wednesday, August 18th 2021, at 10:40

“introducing adverb by given the definition of adverb, kinds of adverb, exercises and example of adverb. Then, ask them (students) to write new vocabulary of adverb and give the meaning every single words. Also return to memorize it.”⁹⁵

Following the rules that have been set aims to direct students to identify correctly, so that students do not make mistakes. So, the first thing that the students should know before identify word classes (noun, verb, adverb and adjective) is knowing the definition of it.

Based on the result of interview above, the reseacher conclude that the teacher wiil review about the lessons, introducing word classes (noun, verb, adverb and adjective) by given definition, kinds exersices and example of it. Then, make the students’ better in word classes, the teacher will give new vocabulary and students memorize it.

B. Discussion

In this research, the researcher was known that the ability of the XI grade students of MA Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru in identifying word classes in analytical exposition text was categorized into enough category or 70,95 score, it was gotten from the result of students, means score in doing the test analysis word classes in analytical exposition text. This category same with researcher before that had been done by Mar19akaliHarahap. The kind of his research is qualitative descriptive. The result of thesis was good

⁹⁵Mrs A. The English Teacher at Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru, Wednesday, August 18th 2021, at 10:45

(78,16%) and those were the difficulties of the fourth semester in identifying part of speech too many pasrt of speech that makes students confused in identifying.⁹⁶

The second is done by Lixin Xia. The result of analysis is a general overview of the errors among 4 groups of college students was given. The first errors with the greatest frequency were sorted out from all the errors. They were further classified into 8 categories according the wrongly used word classes.⁹⁷

The third was done by Murtajiah. The kind of his research was quantitative descriptive. The result of thesis was good (78.16%) and those were the difficulties of the fourth semester in identifying [art of speech too many part of speech that makes students confused in identifying].⁹⁸

The last, was done by Teguh Wardana Tusino, he was done research with the result of this research is that students, ability in identifying part of speech is 56.54 or we can called enough categories. The highest all of the errors occurred in this research is misformation about 46.42%. The second error that students get in this research is omission about 28.58%, and the last errors is addition about 25%.⁹⁹

⁹⁶Marakali, *The Ability of The Fourth Semester of English Department IAIN Padangsidempuan in Identifying Part of Speech*, Unpublished Thesis, (IAIN Padangsidempuan, 2014)

⁹⁷Lixin Xia, *An Error Analysis of The Word Class: A Case Study of Chinese Collage Students*, Journal of Guangdong University of Foreign Studies, Guangzhou China, ISSN 1923-869XE-ISSN 1923-8703, Vol. 3. No 3; 2013, <http://dx.doi.org/10.3391/ijet.v10i3.4563>, accesed on Monday 26th of April 2021

⁹⁸Murtajiah, *The Students Ability in Identifying Part of Speech of Short Story at Antasari State Institute for Islamic Studies Banjarmasin* (Thesis UIN Banjarmasin, 2016), <http://idr.uin-antasari.ac.id/6405/>, accessed on Saturday 1st of May 2021.

⁹⁹TeguhWardanaTusino, *The Students, Ability in Identifying Part of Speech on The Song "My Hearth Will Go On" at The Second Grade Students of MAN Gombang In The Academic Years of 2013/4*, Journal Pendidikan Bahasa Inggris Vol. 2, No. 3, 2023.<http://Ejournal.Umpwr.Ac.Id/Index.Php/Scripta/.Article/View/1527>, Accessed on Saturday1st of May 2021.

Therefore, the researcher concluded that the students, ability in identifying word classes done by 4 researchers was different and category among the 4 researchers above. It can be seen as follow.

Table VIII
Result of Preview Research

No	Name Of Research	Result of Research in identifying wod classes	Category of Mean Score
1.	MarakaliHarahap	78.16	Good
2.	Lixin Lia	41.18	Enough
3.	Murtajiah	81	High
4.	TeguhWardana	56.54	Enough

C. Treats of The Research

In conducting this research, the researcher realized that there were many treats of the researcher. It starter from the title until the technique of analyzing data, so the researcher knew that is was so far from excellence thesis.

On doing the test, there were the treats of time, because the students' had the activities. Besides, the time with was given to be students' not enough. Then, students' also did not do the test seriously. So, the researcher look answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellent result from the research were more difficult become there were threats the writer, the researcher helping from the entire advisors, headmaster and English Teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After treating the collecting data, the next step is giving the conclusion of this research. It is important, because it can describe the final the researcher it self. It can be used as the input to readers and as references to other researcher to the same topic of this research. In this case, the Researcher would like to write the conclusion of this research as the following:

1. Based on the result of the research and calculations of the data, the researcher got the conclusion that the ability of the XI grade students' of Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru in identifying word classes in analytical exposition was categorized into enough category. It can be seen from the value of the percentage from mean score gotten by students, that is 64.175 mean score. Then, the hypothesis is the ability of the XI grade students of Yayasan Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru was enough category.
2. The difficulties that faced by students in identifying noun is the students lack of the knowledge to identify word classes of lack of vocabularies.
3. The efforts by english teacher to decrease the students difficluties in identifying word classes (noun, verb, adverb and adjective) were.
 - a. The English teacher often repeted the lessons

- b. The teacher write new vocabularies and the meaning to easier students undertsand the text.
- c. The English teacher asked the students to pay attention to differentiate adverb and adjective.
- d. The English Teacher ask students to write the kinds of noun, verb adjective and adverb. So, The student able to know about it.
- e. The English teacher ask students to write the example of noun, verb, adverb and adjective then memorize it.
- f. The last the English teacher motivated students to improve students' spite in learning.

B. Suggestion

The researcher has some suggestions as follows:

1. The Headmaster of Yayasan Pondok Pesantren Muhamad Baqi Babussalam Basilam Baru was hoped to support the English teachers before studying about vocabulary or word classes to apply the suitable strategies, method, ways or procedures which can improve or help the students in understanding English especially in word classes because it is a basic knowledge to able grammar in writing skill. Even, up to university, the students still learn about this topic. So, be sure that the students have been understood first.
2. The researcher on this opportunity hopes that other researcher would conduct a research related to the topic this study, especially to find out other students ability in identifying word classes in analytical exposition.

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Appendix I

Table V
The Students' Total Score in Identifying Word Classes

No	Student's Name	Total score
1.	AP	48
2.	APA	54
3.	BS	40
4.	FPA	62
5.	LM	68
6.	LWL	76
7.	Mh	84
8.	NMP	46
9.	NS	50
10.	RNA	52
11.	RHA	52
12.	SIS	60
13.	SF	60
14.	SAH	60
15.	SN	64
16.	STPH	64
17.	SAS	70
18.	YH	80
19.	RF	80
20.	LI	54
21.	OR	62
22.	RW	66
23.	YK	66
24.	LA	66
25.	RS	70
26.	MN	72
27.	S	52
28.	RH	60
29.	DA	62
30.	In	62
31.	Zl	66
32.	Nn	70
33.	Ulb	68
34.	Ai	72
35.	A	80
36.	An	72
37.	Rn	84
38.	Sl	60
39.	Di	64
40.	SIS	64

Appendix II

Table VI
The Students' Total Score in Identifying Word Classes

No	Student's Name	Total score	Quality Score
1.	AP	48	Low
2.	APA	54	Enough
3.	BS	40	Enough
4.	FPA	62	Enough
5.	LM	68	Enough
6.	LWL	76	High
7.	Mh	84	High
8.	NMP	46	Low
9.	NS	50	Low
10.	RNA	52	Enough
11.	RHA	52	Enough
12.	SIS	60	Enough
13.	SF	60	Enough
14.	SAH	60	Enough
15.	SN	64	Enough
16.	STPH	64	Enough
17.	SAS	70	Enough
18.	YH	80	High
19.	RF	80	High
20.	LI	54	Enough
21.	OR	62	Enough
22.	RW	66	Enough
23.	YK	66	Enough
24.	LA	66	Enough
25.	RS	70	Enough
26.	MN	72	Enough
27.	S	52	Enough
28.	RH	60	Enough
29.	DA	62	Enough
30..	In	62	Enough
31.	Zl	66	Enough
32.	Nn	70	Enough
33.	Ulb	68	Enough
34.	Ai	72	Enough
35.	A	80	High
36.	An	72	Enough
37.	Rn	84	High
38.	Sl	60	Enough

39.	Di	64	Enough
40.	SIS	64	Enough

Appendix III

DESCRIPTION DATA USING MATHEMATIC FORMULA

1. The score of students` score from low score to high score

40 46 48 50 52

52 52 54 54 60

60 60 60 60 62

62 62 62 64 64

64 64 66 66 66

66 68 68 70 70

70 72 72 72 76

80 80 80 84 84

2. High score = 84

3. Low score = 40

4. Range = high – low score
= 84 - 40
= 44

5. Total of classes (BK) = $1 + 3,3 \log (n)$
= $1 + 3,3 \log (40)$
= $1 + 3,3 (1,60)$
= $1 + 5,28$
= 6,28
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{44}{6} = 7$$

7. Mean score

$$(\bar{x}) = \frac{\sum fixi}{\sum fi}$$

No	Interval	F	X	X	Fx	X ²	Fixi
1	40 – 46	2	43	3	6	9	36
2	47 – 53	5	50	2	10	4	100
3	54 – 60	7	57	1	7	1	49
4	61 – 67	12	64	0	0	0	0
5	68 – 74	8	71	-1	-8	1	63
6	75 – 81	4	78	-2	-8	4	63
7	82 – 88	2	85	-3	-6	6	36
i=7		40			1		

$$M + I \sum \frac{Fx}{n}$$

$$= 64 + 7 \frac{1}{40}$$

$$= 64 + 7 (0,025)$$

$$= 64 + 0,175$$

$$= 64,175$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

$$b = 60 - 0,5$$

$$= 60,5$$

$$F = 7$$

$$f = 12$$

$$p = 7$$

$$Me = b + p \left(\frac{\frac{1}{2}n - f}{f} \right)$$

$$= 60,5 + 7 \left(\frac{\frac{40}{2} - 7}{12} \right)$$

$$\begin{aligned} &= 60.5 + 7 (1,08) \\ &= 60.5 + 7 (1.08) \\ &= 68,08 \end{aligned}$$

9. Modus

$$Mo = b + p \left[\frac{b_1}{b_1 + b_2} \right]$$

$$\begin{aligned} b &= 60.5 - 7 \\ &= 53.5 \end{aligned}$$

$$P = 7$$

$$b_1 = 5$$

$$b_2 = 4$$

$$Mo = b + p \left[\frac{b_1}{b_1 + b_2} \right]$$

$$= 60.5 + 7 \left[\frac{5}{5+4} \right]$$

$$= 60.5 + 7 (0.5)$$

$$= 60.5 + 3.8$$

$$= 64.38$$

Appendix IV

Students' Difficulties in Identifying Word Classes In Analytical Exposition

No	Student's Initial	Noun	Verb	Adj	Adv
1.	AP	11	6	4	3
2.	APA	13	7	3	4
3.	BS	7	5	4	4
4.	FPA	15	5	5	6
5.	LM	15	7	6	6
6.	LWL	17	9	6	6
7.	Mh	18	10	7	7
8.	NMP	10	5	5	3
9.	NS	9	6	4	6
10.	RNA	10	6	4	6
11.	RHA	8	7	5	6
12.	SIS	14	6	5	5
13.	SF	13	7	5	5
14.	SAH	15	5	6	4
15.	SN	11	6	6	7
16.	STPH	13	7	6	6
17.	SAS	15	7	6	7
18.	YH	17	8	9	6
19.	RF	17	9	8	6
20.	LI	13	7	3	4
21.	OR	14	8	5	4
22.	RW	15	7	6	5
23.	YK	15	8	5	5
24.	LA	14	6	6	4
25.	RS	13	9	7	6
26.	MN	14	8	8	6
27.	S	11	7	6	3
28.	RH	10	8	6	5
29.	DA	13	7	6	5
30..	In	15	4	7	5
31.	ZI	14	7	6	6
32.	Nn	15	7	7	6
33.	UlB	14	8	6	6
34.	Ai	15	8	7	6
35.	A	17	10	7	6
36.	An	16	9	6	5
37.	Rn	17	10	9	6

38.	SI	12	8	5	5
39.	Di	13	8	6	5
40.	SIS	13	7	6	6
	Total of Each Difficulties	541	283	227	201
	Percentage	43.12%	22.60%	18.13%	16.05%
	Total of All Difficulties	1252			